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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

ORGANIZATION OF A
HEALTH INSTRUCTION PROGRAM
FOR
ONE-TEACHER SCHOOLS



(REVISED REPRINT)

Bulletin No. 29
Harrisburg
1927

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FOREWORD

This bulletin aims to provide suggestions and helps for the organization of a program of health instruction in one-teacher schools. The material indicates desirable outcomes in terms of knowledge, habits, and attitudes; situations that will provide purposeful health activities; and subject matter references to the State Course of Study in Health Instruction for graded schools and also to modern texts in the field of health instruction. A basis for the measurement of the results of instruction in health is suggested.

The bulletin has been prepared by Miss Helena McCray, Supervisor of Health Instruction, under the general direction of Mr. W. G. Moorhead, Director of Health and Physical Education.

JOHN A. H. KEITH.

Superintendent of Public Instruction.



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ORGANIZATION OF A HEALTH INSTRUCTION PROGRAM FOR ONE-TEACHER SCHOOLS

General Aim : To promote such health habits, skills, attitudes, and knowledge as will enable the individual to make adjustments for right living.

Specific Aims: 1. To establish health habits
2. To present to older pupils, information supporting the health habits and attitudes so motives will be strong enough to facilitate the carrying out of health habits and attitudes during school life and the continuance of them in after school life.
3. To develop an understanding and an appreciation of, and right attitudes towards physical, mental, social and moral health as a basis for happiness and service in personal, family and community life.
4. To maintain at all times a clean and sanitary school environment.

In preparing a health program for a school, teachers should first make a study of the community. Knowledge of living conditions of the people, their attitude towards sanitation, and the traditions of various groups will help a teacher to proceed with clearer understanding to a solution of health problems of her pupils.

The next step is to make a survey of the school building to discover conditions that may be improved. The progressive teacher understands that health lessons are of little avail when taught in rooms in which unhygienic conditions exist.

The third and most important step, is to learn the needs of each individual child. These are to be met as rapidly as possible and should largely determine the health program for the year.

To organize a program on a pedagogical basis, application of psychological principles is just as necessary in health as in any other subject. A school health program may be effectively arranged under the following three general topical headings:

1. Outcomes in terms of habits, attitudes and knowledge.
2. Situations and activities.
3. Subject matter.

OUTCOMES

Under "Outcomes" are listed results in terms of health habits and attitudes to be secured. Along with these habits and attitudes pupils should gain related knowledge adapted to their mental de-

velopment. This information is necessary to make motives strong enough to carry outcomes over into daily living during and after school days.

SITUATIONS

All natural situations in the school room and in the pupils' daily lives that will provide opportunity to exercise a desired habit or create a right attitude should be used. Natural situations such as making use of the actual lunch served at school are of much more value than any artificial devices, such as dramatizing a good lunch.

Under "Situations and Activities" suggestions are made to which the teacher will be able to add from her own and the experiences of her pupils.

If efforts are to be used to the best advantage, the laws of learning must be kept in mind. Attention is called to the following three:

1. Law of Readiness Presenting lesson at an opportune time makes it much more effective.
2. Law of Exercise Doing things is more essential than just talking about them.
3. Law of Effect Gaining satisfaction from what is done will help to form right habits.

SUBJECT MATTER

Under "Subject Matter" teachers are urged to make notes on references to material found especially useful in preparation of lessons. As supplemental to the basic classroom text, the teacher should have desk copies of at least two or three modern texts. The symbols used under "Subject Matter" refer to the following modern texts:

Health and Success	H & S
Health and Good Citizenship	H & G C
Health for Every Day	H E D
Health in Home and Neighborhood	H H & N
Every Day Health, Book 1	ED H Bk 1
Every Day Health, Book 2	ED H Bk 2
Healthy Living, Book 1	H L Bk 1
Healthy Living, Book 2	H L Bk 2
Journey to Health Land	J H L
Boys and Girls of Wake-Up Town	B G W
The Land of Health	L H
Syllabus in Hygiene and Physiology, Grades 1-8	Syl

(The names of authors and publishers are given on page 26)

Teachers will find some good suggestions in the Junior Red Cross Calendar under the title, "Fit for Service," and in the Junior Red Cross News. These may be secured from the American Red Cross, Washington, D. C.

PUPIL-RESPONSIBILITY

In the Topic Outline for Grades 7-8, in the second column, suggestions are made for committees that will help to provide healthful conditions in the school room and promote right attitudes toward health. The fifth and sixth grade pupils should take charge of some of these duties in schools having only the first six grades. At the beginning of the term, committees should be organized. In schools where the *"A" Group is small, younger pupils may assist with some duties.

During one of the first hygiene periods, the teacher should explain the purpose of forming the committees, and present some such outline as the following:

Suggestive Outline for Discussions in Committee Meeting:

1. What conditions existing in the school are committee responsibilities?
2. What are the specific responsibilities and duties of each committee?
3. What are the possibilities for improvement of the above conditions during the month or term?
4. What are the responsibilities of each of the following groups or individuals: pupils, teacher, supervising principal, janitor, parents, nurse, doctor, dentist, health officers, school directors, county superintendents, and community?
5. What information does each committee need in order to proceed with its work properly?
6. What essentials should each committee try to teach through poster work?
7. How is each committee's service related to topics studied in hygiene?
8. What is the best form for giving report of committee?
9. How can each committee help make the efforts of other committees successful?

The teacher then asks pupils for suggestions as to ways in which each committee may promote health in the school, the home, and the community. Each member of the class will make a copy of the outline. All committees are requested to report on the first three questions during the next hygiene period.

Pupils should be required to keep careful reports of their work. Interest may be stimulated by the use of bulletin boards, health booklets containing material selected to illustrate objectives, a health section in the school library including bulletins secured from the Federal Government and the State Health Department.

Pupils should be encouraged to take pride in keeping their school in the best condition possible and made to feel that it is an honor to serve on committees. Initiative, responsibility and leadership that might otherwise never be discovered are developed by giving pupils opportunities for self-expression under guidance.

*Group "A," Grades 8-7; "B," Grades 6-5; "C," Grades 4-3; "D," Grades 2-1.

To develop right habits, opportunities should be provided to exercise them; to create right attitudes, time should be allowed for appreciation of the best conditions and situations existing. Both habits and attitudes will be strengthened by granting requests to make improvements which bring feelings of satisfaction. In this way, respect for worth while service is stimulated and may be used for the promotion of health.

To make pupil-responsibility most successful, three steps must be taken by the teacher; (1) determine possibilities of pupil-service in carrying out a health program in school, home and community; (2) determine responsibilities of different officials and groups; (3) co-ordinate the work of each committee with the proper agencies. In taking each step, pupil-activity and interest must be used to the utmost.

These outcomes are so essential that the teacher who fails to use natural situations to help pupils put into practice the information gained from health instruction is missing the key that unlocks the possibilities lying dormant in youth to conserve and promote both personal and public health.

The enlistment of the intelligent cooperation of the parents is one of the most effective factors in securing results for the continuance of healthful living of children. The teacher that uses measures to promote health education in the home is the one that may be certain her health instruction shall bear fruit not only while school is in session, but in the years that are to follow.

Calling on parents and showing an interest in the improvement of the child's physical condition, makes an appeal to the father and mother that will be appreciated in the majority of cases. An explanation of the purpose of the health program will help them to understand our aims. This opportunity should be used when offered in a parent-teacher association. Only through their assistance can we secure all we hope for every child.

Note: Lessons are not to be taught in the order given in the outline but as teachers see the time to be opportune. The purpose of this material is to help the teacher to organize her program so that she may use to the best advantage the Health Syllabus in Physiology and Hygiene and the texts found in the schools. After studying a topic, she will be able to measure results of health instruction more definitely by checking outcomes in terms of habits, attitudes, and knowledge.

TOPIC OUTLINE

GRADES I-IV

Outcomes in terms of Habits, Attitudes, Knowledge

1. Comes to school clean.
2. Keeps the floor clean and desk tidy.
3. Helps in opening and closing windows when easily opened.
4. Cleans shoes before entering school.
5. Has bowel movement at least once daily, at a regular time, preferably before going to school.
6. Uses toilets and lavatories in a sanitary way.
7. Carries clean handkerchief and uses properly.
8. Prevents spread of disease through non-handling of pets.
9. Plays out-of-doors when weather permits.

Situations and Activities

- Habits Nos. 1-7 should be strengthened in pupils who have formed them, and developed in those who have not formed them, through:
- a. Morning inspection,
 - b. Pupil--responsibility for certain conditions in room.
 - c. Commendation of teacher. See J. H. L. pp. 180-181.

Subject Matter

1. Syl. Page 38, Paragraph 1
2. Syl. pp. 49, 50 (A, B)
B. G. W. p. 38
3. Syl. p. 43 (H 1-4)
Syl. p. 49 (G 1-2)
Syl. p. 55 (VIII. A 1-2)
J. H. L. p. 67
L. H. p. 42
4. Syl. p. 50 (B, 1)
5. Syl. pp. 41, 42 (E 1-4)
J. H. L. pp. 24, 34-35
7. Syl. p. 40 (C 1-2)
8. Dogs and cats carry some diseases. See p. 248--
"Home and Community Hygiene" by Broadhurst.

GRADES I-IV

Outcomes in terms of Habits, Attitudes, Knowledge

10. Takes part in group games and activities.
11. Holds the body in erect position when sitting and standing.
12. Plays "fair."
13. Speaks clearly.
14. Sings softly.

Situations and Activities

Nos. 10-12 should be accomplished through supervised play. Teacher should give games that are adapted to age and interest of children.

No. 11 should be noticed by teachers when children are playing and working.

Teacher's example and approval will help to secure Nos. 13 and 14. Attention should be given to posture and correct breathing while singing. Encouraging sweet tones in singing and pleasant ones in conversation will help to develop proper voice placement. Children are apt to develop the voice according to the voices heard most often.

15. Keeps fingers and materials away from mouth, nose and ears.
16. Washes hands after going to toilet.
17. Learns to breathe with mouth closed.

Subject Matter

10. Syl. p. 52 (VL 1-3)
L. H. pp. 49-52
11. Syl. pp. 42, 43 (G 1-5)
Syl. p. 54 (VL A 1-5)
J. H. L. pp. 132-142
L. H. pp. 43-48
13. Syl. pp. 43, 44 (J 1-2)
See p. 228 "Personal Hygiene Applied" by Williams
15. Syl. pp. 40, 41 (C 4, 5, 6)
J. H. L. pp. 68-77
17. Syl. p. 40 (C 3, 14)
L. H. p. 38

18. Takes a cleansing bath at least once and preferably twice a week.
19. Submits cheerfully to having hair washed.
20. Keeps nails short and clean.
21. Reads only in a good light.
22. Brushes the teeth at least twice daily.
23. Washes hands before eating.
24. Uses an individual drinking cup or uses drinking fountains correctly.
25. Drinks four to six glasses of water daily.
26. Acquires a taste for milk, green vegetables, hard breads and cereals.
- 18-20. Occasional inspection helps to stimulate interest in these.
21. Watching use of window shades and changing school program on dark days provide situations for this outcome.
22. Daily morning inspection will reinforce habit.
23. Each child washes hands before lunch at school.
24. Individual cups should be used by children. *Clean cups* should be required.
25. Children should be encouraged to drink water at school.
26. Pupils are commended for bringing any of these foods for lunch.

18. Syl. p. 39 (A 4)
L. H. pp. 67-69

19. Syl. p. 39 (A-5)

20. Syl. p. 39 (A-7)

21. L. H. pp. 66-67
B. G. W. p. 189

22. Syl. p. 39 (B 1-7)
J. H. L. pp. 123-124
L. H. pp. 70-74
B. G. W. Ch. 13, 14.

23. L. H. pp. 63-65.

24. L. H. pp. 166-167

25. L. H. pp. 53-61

26. Syl. p. 45 (A 1-6)
Syl. pp. 144-150 (Ap N)
J. H. L. pp. 95-96, 103-104, 130-131
L. H. pp. 97-106
B. G. W. Ch. 18

GRADES I-IV

Outcomes in terms of Habits, Attitudes, Knowledge

Situations and Activities

- | | | |
|---|--|---|
| 27. Eats a good breakfast. | 27. Dramatization of a good breakfast furnishes situations for making right choices. Weighing and measuring are means of studying children's growth. | 27. Syl. p. 41 (D 1 a-u)
Syl. p. 46 (C 1-24)
Syl. pp. 145, 146 (Breakfast)
J. H. L. pp. 22-23, 34-35
B. G. W. pp. 81, 161-163 |
| 28. Relaxes during the rest period at school. | 28. Provisions should be made for rest periods of two or three minutes when children may learn to relax. | |
| 29. Sleeps required hours with windows open. | 29. Contacts need to be made with home life of the child to secure cooperation of parents. | 29. Syl. p. 42 (F 1-5)
L. H. pp. 123-130 |
| 30. Removes extra wraps, sweaters and rubbers when indoors. | 30. Morning inspection or pupil-responsibility for care of garments will stimulate development of these habits. | 30. Syl. p. 45 (D 1) |
| 31. Cooperates in the correction of defects whenever his cooperation is needed. | 31. Interest is aroused in good health records through weighing. Teacher should learn whether any physical defects might be hindering best condition possible for the child. | 31. B. G. W. p. 75 |
| 32. Stays on side walk and avoids playing or walking in the street. | 32. Playing at recess in proper places provides an activity that helps to form right habits in choosing safe play spaces. | 32-40. B. G. W. Ch. 17 |
| 33. Looks in both directions before crossing the highway. | Dramatization and games based on 33-35, and given on the school ground will help pupils to meet actual situations. | |
| 34. Keeps on left side when walking on highway. | | |

35. Upon leaving bus—waits until bus moves on before crossing the highway.
36. Is able to give name, address and telephone number.
37. Keeps at a safe distance from fires.
38. Helps to keep stairways and exits clear.
39. Recognizes poison ivy and other common poisonous plants and avoids them.
40. Calls older persons to help in case of accident.
41. Enjoys work and play.
42. Is friendly toward other children.
43. Is willing to share his possessions.
44. Concentrates on his work; pays attention to the task at hand.
36. Dramatization of a lost child will give children practice. This might be given as an oral lesson in English.
37. This outcome should be emphasized in the autumn when people are burning leaves.
38. Pupils should discover how obstacles can be taken care of and stairways made safe at school.
39. Children may draw poison ivy leaf so that they may be able to recognize the plant on their hikes.
40. Demonstration of antidote by use of strong soap will provide useful activity.
41. Teacher's attitude towards children should help them to form this habit.
42. Opportunities should be furnished that appeal to child's interest and abilities. The teacher should examine health record card and watch for any indications of physical handicaps that might affect child's pleasure in participation.
43. Opportunities are furnished in group games and group activities in the classroom and on the playground.
44. Work must be adapted to child's age, ability and interest.
38. B. G. W. p. 49
41. Syl. pp. 122-125
J. H. L. pp. 160- 173

GRADES I-IV

*Outcomes in terms of Habits,
Attitudes, Knowledge*

Situations and Activities

Subject Matter

- 45. Remains good natured under trying circumstances.
- 46. Waits for his turn.

- 45. Playing games where the child does not win every time and attempting tasks sometimes quite difficult for him, give opportunities to develop this attitude.
- 46. Games that teach child to wait his turn furnish helpful situations.

46. Syl. pp. 122-125

GRADES V-VI

- 1. Appreciates keeping conditions at school conducive to good health.
 - a. Ventilation.
 - b. Temperature 68°
 - c. Humidity
 - d. Cleanliness of room
 - e. Tidiness of room
 - f. Light in room
 - g. Seating in room
 - h. Toilets
 - i. Grounds
- 2. Continues health habits formed in previous grades.

- 1-11. Suggestions made for other grades should be adapted to ability of this group.

1. H. E. D. Ch. 5

- a. H. & S., p. 111
E. D. H. Bk. 1 pp. 67-68;
H. L. Bk. 1 pp. 137-138
- b. H. & S. p. 110
- c. H. & S. p. 112
- d. E. D. H. Bk. 1 p. 97
- f. E. D. H. Bk. 1 pp. 83-93;
H. L. Bk. 1 p. 18
- g. E. D. H. Bk. 1 pp. 18-23

- 2. H. & S. Ch. 1-3
H. E. D. Ch. 7
H. L. Bk. 1 pp. 216-220, 229

- a. Comes to school clean
 b. Washes hands before eating and after visiting toilet
 c. Takes cleansing bath at least once a week.
 d. Carries clean handkerchief and uses properly
 e. Keeps articles out of mouth that do not belong there.
 f. Brushes teeth twice a day
 g. Has definite personal interest in regularity in visit to toilet.
 h. Drinks 4 to 6 glasses of water daily.
 i. Recognizes need for sufficient rest.
 (1) Sleeps required hours with windows open.
 (2) Rests after vigorous exercise (work and games). (A change of occupation often is rest.)
- a. E. D. H. Bk. 1 pp. 178-180
 H. L. Bk. 1 pp. 132-133
 b. E. D. H. Bk. 1 p. 184
 H. L. Bk. 1 pp. 166-171
 c. E. D. H. Bk. 1 pp. 180-183;
 H. L. Bk. 1 p. 134
 d. H. & S. pp. 106-108
 H. E. D. pp. 164-165, 189
 H. L. Bk. 1 pp. 169-170
 e. H. E. D. pp. 169-171
 E. D. H. Bk. 1 p. 170
 H. L. Bk. 1 p. 172
 f. H. & S. Ch. 6
 H. E. D. pp. 106-109
 E. D. H. Bk. 1 pp. 163-169
 H. L. Bk. 1 pp. 99-109
 g. H. & S. p. 58
 H. E. D. p. 110
 E. D. H. Bk. 1 pp. 153-154
 H. L. Bk. 1 pp. 96-97
 h. H. & S. Ch. 11
 H. E. D. p. 86
 E. D. H. Bk. 1 pp. 143-147
 H. L. Bk. 1 pp. 175-176
 i. H. & S. Ch. 23
 H. E. D. Ch. 3
 E. D. H. Bk. 1 pp. 116-122
 H. L. Bk. 1 p. 67

GRADES V-VI

Outcomes in terms of Habits, Attitudes, Knowledge

Situations and Activities

Subject Matter

3. Gives eyes proper care.
4. Practices "safety first."
5. Develops right attitude towards correction of physical defects and preservation of health.
6. Takes pride in good posture.
7. Wears clothing that gives body freedom to maintain good posture, and that keeps body properly clothed.
8. Takes pride in including milk, fruit, vegetables, and well cooked cereals in diet.

3. H. & S. Ch. 24
H. E. D. pp. 191-204
H. L. Bk. 1 pp. 74-78
4. H. & S. Ch. 21-22
H. E. D. Ch. 1
E. D. H. Bk. 1 pp. 258-261
H. L. Bk. 1 pp. 223-224
5. H. & S. Ch. 24-25
H. E. D. pp. 183-188, Ch. 8
E. D. H. Bk. 1 pp. 171, 225-235
H. L. Bk. 1 pp. 118, 194-201
6. H. & S. Ch. 17
H. E. D. pp. 44-48
E. D. H. Bk. 1 pp. 9-29
H. L. Bk. 1 pp. 35-42
7. H. & S. Ch. 20
H. E. D. Ch. 6
E. D. H. Bk. 1 pp. 190-196
H. L. Bk. 1 pp. 134-136
8. H. & S. Ch. 4, 5, 7-10, 12
H. E. D. Ch. 4
E. D. H. Bk. 1 pp. 124-125
138-140
H. L. Bk. 1 pp. 81-90
Syl. Ap. N.

9. Enters with zest into games and work.

9. H. & S. Ch. 16
H. E. D. Ch. 2
E. D. H. Bk. 1 pp. 31-43
H. L. Bk. 1 pp. 138-141
Syl. pp. 125-126

10. Forms right mental habits.

10. H. & S. Ch. 28
H. E. D. Ch. 11
H. L. Bk. 1 pp. 62-67

11. Avoids use of harmful drinks and drugs.

11. H. & S. Ch. 26-27
H. E. D. Ch. 10
E. D. H. Bk. 1 pp. 149-151
H. L. Bk. 1 pp. 143-154

GRADES VII-VIII

Outcomes in terms of Habits, Attitudes, and Knowledge

Situations and Activities

Subject Matter

1. Desires good ventilation.

1. Cloth screens may be made for sleeping rooms to let in air but keep out snow. Ventilators for schoolroom should be made, if needed.

1. Need of ventilation in schoolroom and all other rooms.

2. Gives attention to humidity in school-room in winter.

2. Water tank must be kept filled. If none, some receptacle should be provided.

2. H. & G. C. Ch. 13-31
H. H. & N Ch. 2, 4
E. D. H. Bk. 2 pp. 109, 111, 115
H. L. Bk. 2, Ch. 11
Syl. p. 151

GRADES VII-VIII

<i>Outcomes in terms of Habits, Attitudes, and Knowledge</i>	<i>Committee provides for</i>	<i>Situations and Activities</i>	<i>Subject Matter</i>
3. Chooses to work in cool room.	3. Temperature 68°	3. Thermometer should be read regularly by monitor.	
4. Realizes the body's need of water.	4. Water.	4. Committee should get in touch with proper authorities to have water tested.	4. Need of water in body, school, and home; need of having water supply protected and analyzed each year.
5. Forms habits of cleanliness and orderliness.	5. Cleanliness of room: a. Blackboards b. Erasers c. Floors d. Care of fuel and ashes. e. Sanitary dusting.	5. These committees will keep room as free from dust as possible. They do not sweep floor but see that it is neat.	5. Effect of dust on mucous membrane. Guards of the breathing passages. H. & G. C. pp. 118, 119, 206, 207 H. L. Bk. 2, pp. 104, 240
6. Dresses in way to promote health and gives clothes proper care.	6. Care of wraps	6. Each child should be provided with place for wraps. Demonstration of effect of tight clothing on posture be given by committee.	6. H. & G. C. pp. 138-139 H. H. & N. pp. 208-212 E. D. H. Bk. 2, pp. 144-147 H. L. Bk. 2, pp. 148-151
7. Chooses seat best suited to size.	7. Correct seating of pupils	7. Boys move seats when necessary, and make needed foot rests for little children.	7. Syl. p. 150, A, B
8. Uses eyes only in good light for close work.	8. Good light	8. The committee should care for	8. School Law, Section 618.

lighting of room; watch shades during school; put them up when school is closed; inspect lighting conditions in schoolroom to learn if correct and of required amount; and might make problem in Arithmetic for Group * "B" to solve in relation to space for light.

9. Continues habits that improve personal appearance.
9. Encouraging attractive personal appearance of pupils.

10. Desires to have all remediable defects corrected.
10. Follow-up work on health record cards:
a. Teeth
b. Eyes
c. Ears
d. Nose
e. Throat
f. Skin
g. Feet
h. Posture
i. Weight

10. Committee, through teacher, learns from pupils' health record cards health conditions, and tries to raise standard in class. Chairman places pupil's name on health roll as soon as he has every remediable defect corrected. Pupils on health roll try to help someone else become entitled to a place on it. If any child has not had health examinations, teacher should give eye and ear tests. See pp. 368-370 in H. & G. C.; page 98 in Syl. A survey of shoes worn in class should be made. When possible, this committee should weigh and measure Groups* "A", "C", "D", and make weight graphs for children that are ten per cent below weight.

Sunlight kills bacteria
Sunlight in schoolroom
Sunlight in homes
Care of eyes in regard to artificial lighting.
H. & G. C. pp. 156-165
H. H. & N. Ch. 5
E. D. H. Bk. 2, Ch. 15
H. L. Bk. 2, pp. 188-196

9. Health habits improve one's personal appearance.
H. & G. C. Ch. 14
H. L. Bk. 2, Ch. 18
E. D. H. Bk. 2, Ch. 21
10. H. & G. C. pp. 254-256

a. H. & G. C. Ch. 8
b. Ch. 16
c. Ch. 16
d. pp. 114, 115, 119, 121
e. pp. 119-121
f. p. 206 (Refer to Committee on Communicable Diseases.)
g. Ch. 7
h. Ch. 6
i. pp. 13, 18

*Group "A," Grades 8-7; "B," Grades 6-5; "C," Grades 4-3; "D," Grades 2-1.

GRADES VII-VIII

<i>Outcomes in terms of Habits, Attitudes, and Knowledge</i>	<i>Committee provides for</i>	<i>Situations and Activities</i>	<i>Subject Matter</i>
11. Participates in outdoor activities	11. Use of school grounds: a. Organizes games and contests b. Helps make equipment	11. Committee, with teacher's help, divides playground so that each group will have a place to play; organizes groups for play; presents suggestions found on page 34 in H. & G. C.; keeps list of games and folk dances with which pupils are familiar and adds new games and folk dances as they are learned; selects physical ability tests to be used (See page 39 in H. & G. C.) and keeps record of results.	11. Good sportsmanship in play. H. & G. C. Ch. 5; Physical Education Series No. 2, Bureau of Education, Dept. of Interior. Relation of play and exercise of skeletal system, muscular system, digestion, circulation, respiration, elimination. See Ch. 5-8 in Laws of Health and How to Teach Them H. L. Bk. 2, Ch. 4
12. Enjoys participation in social activities.	12. Social activities: a. Special games. b. Observation of special days. c. Parties. d. Field Day.	12. Committee conducts hikes. A shadow party will stimulate interest in posture.	12. Value of hikes. H. & G. C. pp. 36, 37, 38, 132, 133. J. H. L. Ch. 15.
13. Forms correct food habits.	13. Lunch periods: Aims— a. Right habits when eating.	13. Committee makes arrangements for pupils to wash hands before eating lunch; shows smaller children how to place lunch on clean paper or napkins	13. See Syl. pp. 41, 45, 46, 58, 66, 67 and Ap. N.

- (1). Clean hands. on desk and to sit quietly while eating;
- (2). Eat slowly. leads in pleasant conversation.
- (3). Pleasant conversation.

(4). Care of crumbs.

(5). Care of lunch box.

b. Correct lunches.

b. Occasionally "A" group will check up lunches:

- (1) Number of calories
- (2) Sources of protein? carbohydrates? fats? minerals? vitamins?

b. Food value of lunches:

H. & G. C. Ch. 10

H. H. & N. Ch. 1

Food Facts for Every Day, Ch. 4-8

Laws of Health & How to Teach Them, pp. 232-234

E. D. H. Bk. 2, Ch. 2, 3, 4, 5, pp. 282, 292

H. L. Bk. 2, Ch. 5, 7

c. Need of supplementing cold lunch with one hot dish:

- (1) Effect on digestion
- (2) Effect on appetite
- (3) Effect on social life

See "Rural Hot Lunch and the Nutrition of the Rural Child" by Mary J. McCormick.

(Bulletin No. 698-University of State of New York, Albany, N. Y.)

c. One hot dish.

c. Arrangements may be made to serve one hot dish. Sanitary care should be given all dishes and food handled.

GRADES VII-VIII

<i>Outcomes in terms of Habits, Attitudes, and Knowledge</i>	<i>Committee provides for</i>	<i>Situations and Activities</i>	<i>Subject Matter</i>
14. Uses measures of prevention for communicable diseases.	14. Prevention of communicable diseases.	14. Whenever there is a rumor of a communicable disease in the community, the committee should consult the chart on "Communicable Diseases" which can be secured from the State Department of Health.	14. H. & G. C. Ch. 20, 21 H. H. & N. Ch. 7 E. D. H. Bk. 2, Ch. 20, pp. 143-147 H. L. Bk. 2, 19-21 What can a well person do to help prevent sickness? What can a sick person do to prevent the spread of disease?
15. Gives body required sleep and rest.	15. a. Rest periods when needed. b. Correct dates for social functions. (Encourages evening social activities on Friday evening rather than on an evening preceding a school day.)	15. Each pupil should check his own hours of sleep for a week; help "D" group check theirs; and may make a graph for each of "D" group. A list of important mental health habits should be made by pupils. Later they may check those practiced when playing ball.	15. Relation of healthy nervous system to sleep, rest and recreation, H. & G. C. p. 147. Relation of mental health habits to nervous system: H. & G. C. Ch. 15 E. D. H. Bk. 2, pp. 172-174, 202-203 H. L. Bk. 2, Ch. 14

HOW TO MEASURE RESULTS.

1. Appearance of children.
2. Appearance of pupil's desk and floor underneath.
3. Attitude judged by teacher's observation of behavior; manifestation of interest and pleasure, or the opposite, in health activities as shown in face and voice, or as expressed in words.
4. Number of corrections of physical defects.
5. Number of children who maintain weight within normal range and of those underweight children who have reached normal range since first weighing of year.
6. Decrease in number of absences due to illness.
7. Number of children immunized against diphtheria and small-pox.
8. Number maintaining good posture.
9. Use of playgrounds.
10. Conduct of lunch period.
11. Health habit questionnaires, records and other devices. These determine health habits formed, those in process of formation, and those still unformed.
12. Health knowledge tests appropriate to grade level to be given at beginning and end of term. Such tests give teacher and children a definite measure of their achievement.

MEASUREMENTS FOR TEACHER.

1. Am I setting an example before my pupils by keeping the health habits myself?
2. Does my room measure up to standards? (Ventilation, temperature 68°, humidity, cleanliness, tidiness, light, seating.)

SUMMARY OF YEAR'S WORK.

1. Number pupils clean in appearance.
2. Number pupils tidy in appearance.
3. Number pupils having tidy desk and floor underneath.
4. Number pupils with attitude of cooperation.
5. Number pupils maintaining correct posture.
- *6. Number pupils within weight safety zone.
7. Number of pupils receiving dental slips.
8. Number remediable physical defects corrected.
9. Number absences due to illness.
- **10. Number active committees among pupils.

*In some schools this will be impossible for teacher to know.

**In lower grades number of monitors may be given, or whatever is used by teacher.

MATERIAL FOR HYGIENE INSTRUCTION

Alphabetical List by Grades

GRADES I-IV

<i>Author</i>	<i>Title</i>	<i>Publisher</i>	<i>Date</i>
Andress	A Journey to Health Land	Ginn and Co.	1924
Andress	Boys and Girls of Wake-Up Town	Ginn and Co.	1924
Hallock & Winslow	The Land of Health	Charles E. Merrill	1922

GRADES V-VI

Andress-Evans	Health and Success	Ginn and Co.	1925
Bigelow-Broadhurst	Health for Every Day	Silver-Burdett & Co.	1924
Burkard—Chambers—Maroney	Health Habits—Book I	Lyons & Carnahan	1925
O'Shea & Kellogg	Everyday Health Series—Book I	The Macmillan Co.	1915-21
Turner-Collins	Health	D. C. Heath & Co.	1924
Winslow	Healthy Living—Book I	Charles E. Merrill	1917-20

GRADES VII-VIII

Andress-Evans	Health and Good Citizenship	Ginn and Co.	1925
Bigelow-Broadhurst	Health in Home and Neighborhood	Silver, Burdett & Co.	1924
Burkard-Chambers—Maroney	Health Habits—Book II	Lyons & Carnahan	1925
O'Shea & Kellogg	Everyday Health Series—Book II	The Macmillan Co.	1915-21
Winchell	Food Facts for Every Day	J. B. Lippincott Co.	1924
Winslow	Healthy Living—Book II	Charles E. Merrill	1917-20

FOR TEACHERS

<i>Author</i>	<i>Title</i>	<i>Publisher</i>	<i>Date</i>
Winslow & Williamson	The Laws of Health and How to Teach Them	Charles E. Merrill	1925
Report of Joint Committee	Health Education	Thomas D. Wood, M. D., 525 West 120th Street New York City.	1924
	Health Education Series 1-18 } School Health Studies 1-8 }	Superintendent of Documents Government Printing Office Washington, D. C.	
Broadhurst	Home & Community Hygiene	Lippincott Co.	1918-24
Williams	Healthful Living	The Macmillan Co.	1919
Williams	Personal Hygiene Applied	W. G. Saunders Co.	1922-25
Gates-Strang	Health Knowledge Test (Complete Series)	Bureau of Publications, Teachers College, Columbia University, New York City.	1925
Pritchett	Child Nutrition	State Department of Welfare, Harrisburg, Pa.	1926

